

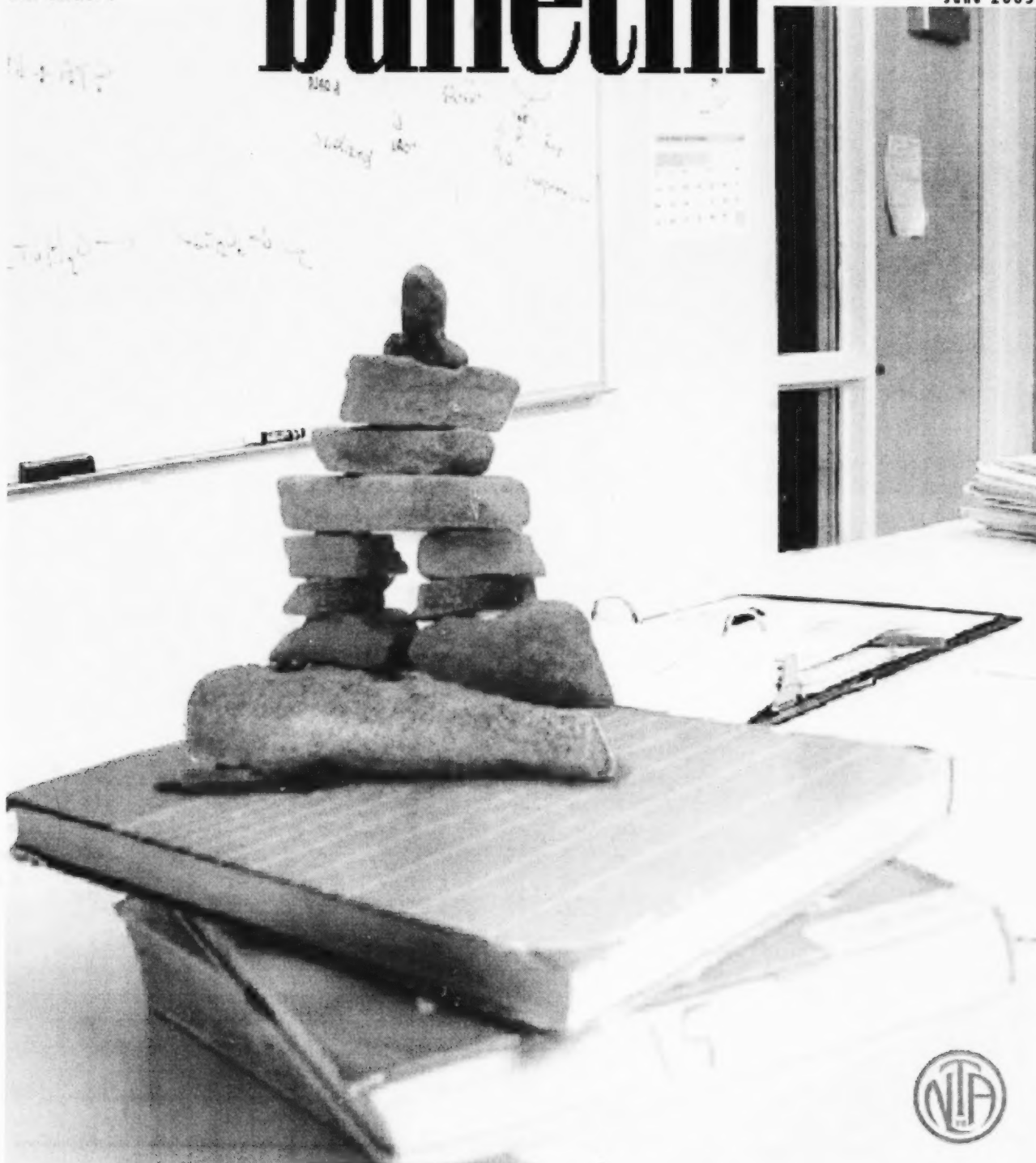
NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

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bulletin

Vol. 48/No. 7

June 2005





GET INVOLVED

JOIN A PROVINCIAL COMMITTEE

Are you a knowledgeable, interested and committed member of your Association? President-Elect, Kevin Foley, has established a committee structure for the 2005-07 school year to assist the Provincial Executive Council in conducting the business of the Association. These committees, chaired by members of the Executive, prepare recommendations to Executive on a wide range of issues which affect both Association policy and action. The participation of teachers as members of the committees is essential in providing a link between the Executive and the membership of the Association.

Committees will meet approximately four times per year. Meetings are usually held after school hours; some may be held via teleconferencing. From time to time weekend meetings may be required. Teachers are reimbursed for out-of-pocket expenses for travel, meals and child care as per NLTA policy.

You are asked to consider volunteering to serve as a member of a committee that is of interest to you. Committee members are usually drawn from the same geographic location (within 90 km) as the chairperson.

With the permission of Executive, one committee member may be chosen from outside the geographic location provided that expenses incurred are kept within reasonable limits. Committee members are chosen by the chairperson early in September of each year. All applicants will be informed of the status of their application at that time.

Every effort will be made to have equal representation of males and females and to ensure generational equity on committees. Depending on the terms of reference of the committee, every effort will also be made to include teachers with responsibilities in various areas of the teaching profession.

If you are interested in becoming a committee member, please fill out the form on the NLTA website at www.nlta.nl.ca [click on "Forms Online" and go to "Committee Volunteer Application"] and forward it to GERALYN COSTELLO at the NLTA office by **June 30**. If you require additional information, please contact GERALYN COSTELLO, Assistant to the President, at 709-726-3223 or 1-800-563-3599, Ext. 222 or e-mail: gcostello@nlta.nl.ca.

COMMITTEES, 2005-07	CHAIRPERSON	LOCATION
Curriculum	Wayne Park	Woody Point
Equity Issues in Education	Paul Pinsent	Stephenville
Membership Benefits and Services	Ed Moore	Placentia
Communications/Political Action	Jackie Maloney	Rushoon
Professional Issues	Lily Cole	Clareville

PLEASE NOTE:

- 1) The *Finance and Property Committee*, chaired by Dean Ingram, is set up under By-Law XVII of the Association which requires that the members of this committee be taken from the Provincial Executive Council.
- 2) The *Group Insurance Committee* is chaired by Bill Chaisson and operates out of St. John's. Members are usually chosen in June by the Provincial Executive Council following recommendations from the President. There are no vacancies on this committee for the coming year.

bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

Linda Babstock, John Bishop,
Elliott Green, Louise King
Design • Printing • Distribution

Linda Farrell
Online Services

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Tel: 709-726-3223; 1-800-563-3599
Fax: 709-726-4302; 1-877-711-6582
e-mail: labrowne@nlta.nl.ca
Internet Address: www.nlta.nl.ca

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Advertising inquiries should be directed to:
Michelle Lamarche, Ext. 227
mlamarche@nlta.nl.ca

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Newfoundland and Labrador Teachers' Association Pre-Retirement Seminars

Teachers within two years of retirement eligibility should register for one of the NLTA's seven Pre-Retirement Seminars being held in the fall of 2005.

October 6-7	Holiday Inn, Corner Brook
October 13-14	Holiday Inn, St. John's
October 20-21	Holiday Inn, Stephenville
October 27-28	Holiday Inn, Gander
November 3-4	Mount Peyton, Grand Falls-Windsor
November 17-18	Holiday Inn, St. John's
December 1-2	Holiday Inn, St. John's

These seminars will deal with topics such as the Teachers' Pension Plan, Severance Pay, Employment Insurance, NLTA Group Insurance, Financial and Estate Planning and the Canada Pension Plan. Time is also made available for individual counselling of prospective retirees by the various consultants.

The full text of the NLTA Policy on Pre-Retirement Seminars and the application form to attend a seminar can be found on the NLTA website (www.nlta.nl.ca). A link on the main page called "Forms Online" will bring you to the applicable form and policy. Or you can contact the Benefits and Economic Services Division, Tel: 726-3223 or 1-800-563-3599 (toll free) or mail@nlta.nl.ca. The NLTA policy will also be mailed to teachers with confirmation of registration.

Given the increasing numbers of teachers eligible to retire, we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come, first-served basis.

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

BONAVISTA

Irish dancing partnership at Matthew Elementary

In May, Matthew Elementary School in Bonavista introduced a new and unique educational venture for students by offering iDance – Shawn Silver School of Irish Dancing.

Shawn Silver, a professional Irish dancer and dance teacher in St. John's, worked with students to promote, preserve and strengthen the traditional form of Irish dance in Bonavista. "We live in rural Newfoundland. That cannot be a barrier to us in providing these types of experiences to our students", says Aubrey Dawe, Assistant Principal at Matthew Elementary School. "Where and when we can, we must bring the experiences here to them. And, what better place to reflect on and celebrate culture and heritage than here in Bonavista?" Dawe adds. "The initiative has a strong curriculum foundation in Art Education, Music Education, Physical Education, Social Studies, and English Language Arts."

Plans are already in the works for an Irish Dance camp to be held at Matthew Elementary School this summer. Funding sources for a return visit in the fall of 2005 are also being explored.

ST. MARY'S

Student exchange program a rewarding experience

This past school year Dunne Memorial Academy, St. Mary's, has participated in the second year of a pilot project between the Newfoundland and Labrador Department of Education and the Ministère de l'Éducation du Québec. This project involves a six-month reciprocal exchange program, pairing Level Two students from our province with twins from Quebec to encourage language acquisition and cultural exchange. During the three-month stay in their host province, participating students live with their twin's

family and attend their twin's school. They are expected to speak the official language of the majority and to become involved in a variety of cultural activities.

In September, the school's two participants, Samantha Hicks from Peter's River and Natasha Stamp from St. Mary's, welcomed their Quebec twins, Maude Castonguay-Bouffard from Montmagny and Andréanne Michaud from Charlesbourg, into their homes, their school and their communities. For the next three months Maude and Andréanne, despite coming from much larger towns and much larger schools, settled in quite well. Their positive attitudes and eagerness to improve their English were evident in their curricular and co-curricular involvement. In addition to a varied class schedule, both girls participated in a variety of school activities and prepared a project on their own province which they presented to all French classes. With their twins and host families, Maude and Andréanne experienced many of our culture's traditions and visited some other regions of our province. December found both girls excited to be returning home but sad as well to be leaving their new Newfoundland friends and families.



Newfoundland and Labrador/Quebec Exchange 2004-05 (l-r): Maude Castonguay-Bouffard, Andréanne Michaud, Samantha Hicks, Natasha Stamp

January was the beginning of Samantha's and Natasha's three month stay in Quebec. A very warm welcome from their twins and host families and the staff and students of their new schools gave both girls a positive start to their visit. They very quickly adapted to family routines at home and their full schedules of courses at school.

"Teachers in both schools were friendly and helpful and there was a very good rapport with partners, classmates and friends," states Janet Dillon, French Teacher and School Liaison Teacher for the project. "A variety of social and cultural activities were made available through their schools and by their host families." Winter in the Quebec City region offered skiing, snowboarding, visits to the Carnaval de Québec and many other outings. Most importantly, Samantha and Natasha availed of these opportunities to increase their knowledge of French and their confidence to thrive in a totally French milieu. Reports from their Quebec teachers reference their high levels of participation, integration and enthusiasm. Their host families reiterated these sentiments and expressed sincere sadness at their departure in early April.

Samantha and Natasha expressed the true value of their exchange experiences. "Les derniers trois mois étaient une expérience magnifique et j'aurai de bonnes mémoires et des amis pour toute ma vie! Je la ferais encore!" a dit Samantha. "C'était une expérience incroyable! Je ne l'oublierai jamais! J'ai fait beaucoup de mémoires que je garderai pour le reste de ma vie! J'ai appris beaucoup de choses différentes et j'ai rencontré de nouveaux amis gentils. J'aimerais faire une autre échange!" a dit Natasha.

Ms. Dillon would like to say "merci" to all those who helped make this exchange such a success: Marc Champeau and Louise Doré, MÊQ; Carol Melanson, École St. Pierre et des Sentiers; Julie Vallée, École Secondaire Louis-Jacques Casault; Patrick Balsom and David Butt, the Department of Education; Gennita Bartlett, former French Program Coordinator with Avalon West School Board; and the administration, staff and students of Dunne Memorial Academy.

STEPHENVILLE

Students attend National Historical YouthLinks Summit

Six students and their teacher from Stephenville High School were selected to represent Newfoundland and Labrador at the second annual National Historical YouthLinks Summit held at the University of Lethbridge in Alberta from May 3 to 9.

YouthLinks is a collaborative web-based learning project that forges links between high school students in Canada and their peers internationally. Classrooms participating in YouthLinks are given the opportunity to apply for the annual Summit based on the in-class project they submit.

Teacher Brian Delaney worked with his students to produce a short documentary film about environmental concerns with the Stephenville tire pile. The students studied the environmental impact, interviewed local MHAs, and researched possible solutions. Mr. Delaney submitted the project as part of the YouthLinks unit on Human Security, and it earned him and six of his students a place at the National Summit.

In celebration of Canada's participation in Expo 2005 in Aichi, Japan, this year's Summit focused on the theme *The Meeting of Cultures*, in particular the Asian experience in Canada. The student delegates used a new website on Asia/Canada (www.history.ca/asia-canada) as a starting point for discussion of current issues in Canada and the global community.

While in Lethbridge, the students learned about the settlement of Southern Alberta at the Remington Carriage Museum and visited local historical and cultural sites such as Fort Whoop-Up and Head-Smashed-In Buffalo Jump. Author Denise Chong, Squamish Nation Hereditary Chief Ian Campbell and the Rt. Hon. Joe Clark were a few of the panelists who addressed the students.



Newfoundland and Labrador delegation at Fort Whoop-up.

YouthLinks strives to give students a voice. Throughout the Summit, students were given the tools to craft a response to the question "What are my responsibilities and opportunities as both a Canadian and global citizen?" They expressed themselves in workshops on short documentary film and animation hosted by the NFB, the printed page hosted by Canada's National History Society, the Summit 'Zine hosted by 7th Floor Media, and physical theatre hosted by the Department of Theatre and Dramatic Arts at the University of Lethbridge.

On the last day of the Summit the students presented the work they produced. These projects were taken back with them into their communities and schools, as well as provided to government leaders. It was a fitting finale to a tremendous week filled with learning, adventure and growth.

TREPASSEY

Student wins provincial and national poetry contest

Marissa White, a Level 1 student at Stella Maris Academy in Trepassey, has been chosen as the First Place Provincial Winner and Second Place National Winner in the Royal Canadian Legion's Poetry, Essay and Literary Contest.

The contest, which is open to all Canadian school children, assists the Legion in one of its primary goals – to foster the tradition of Remembrance amongst Canadians. The contest is divided into three categories: Junior, Intermediate, and Senior. The initial judging takes place at the community level by volunteers at the local Legion branches and the winning entries progress to judging at the provincial level. From there they are submitted to the Dominion Command in Ottawa to be selected nationally.

Marissa's poem, entitled "Anguish of War", was selected from 60,000 entries nationally. As winner, the Royal Canadian Legion is flying Marissa to Beaumont Hamel in France for the July 1st celebration. "I can't believe my poem has been chosen from all those entries," said Marissa. "I am very excited to get the opportunity to visit Beaumont Hamel. It will be the trip of a lifetime for me."



Pictured (l-r): Noroon Lee and Eileen Barnes, Members of Executive, Royal Canadian Legion Branch 62; Marissa White; Eugene Brown, President, Branch 62; and Patricia Hayward, Secretary, Branch 62.

Check out the online June issue of *The Bulletin* to view a copy of Marissa's poem "Anguish of War" as well as an article entitled "Three Stages of Life Insurance" by Pat Hogan.

GANDER

NLASAA Executive meet in Gander

On the weekend of April 29 to May 1, 2005 the executive of the Newfoundland and Labrador Association of Student Activity Advisors (NLASAA) met at the Albatross Hotel in Gander. The meeting included a presentation by the organizing committee for the upcoming Provincial Student Leadership Conference which will be held at Exploits Valley High in Grand Falls-Windsor on October 21-24, 2005. New initiatives were also taken on by the committee whose mandate includes the promotion of student leadership throughout Newfoundland and Labrador. For information regarding the members from this committee feel free to check out the NLASAA web site at www.nlasaa.net.

LABRADOR

Marilyn Belben Scholarship

Teachers of the Northern Light Branch and some community members have worked hard to fundraise for the Marilyn Belben Scholarship. This scholarship has been awarded each year since 1982 to second year post-secondary students.

Sheila Park, a teacher at Mountain Feild Academy in Forteau, says "Marilyn and I were great friends. I was with her when she was offered her first teaching position and I fully support this fundraiser in her memory."

The Belben family are overwhelmed by the efforts and support of all the teachers and communities for such a successful fundraiser. "You all helped to keep alive something precious to us," quoted Eric, Marilyn's brother. "Thank you all very much!"

ST. JOHN'S

All you need is love!

Beaconsfield Junior High in St. John's presented its fourth annual dinner theatre "All You Need is Love" and silent auction on Friday, April 29. An evening of great food, fantastic entertainment by the students, and excellent auction items donated by the community were enjoyed by all who attended. The students performed "à l'excellence" a drama piece written by Peter Jackson of Portugal Cove. The play included the music of the BeeGees, the Beach Boys and the Beatles, also performed by the student cast. Dinners, provided by Chartwell's Catering, were served

up by students who had gone through a mini training session. Approximately 300 people purchased tickets and came out for the spectacular event. The evening was a marvelous success and an excellent example of Beaconsfield's student talent and school pride.



Students from Beaconsfield Junior High present "All You Need is Love".

NEWFOUNDLAND & LABRADOR

NLTA Senior Mathematics League Provincial Finals

The 18th annual NLTA Senior Mathematics League Provincial Final game was held on April 30 in R. Gushue Hall at Memorial University. Thirteen teams, totalling 52 of the province's best Mathematics problem solvers, spent a half day together at Memorial University participating in the Provincial Final game.

The NLTA Senior Mathematics League is a partnership of NLTA through its Math/Science Special Interest Council, Memorial University through its Department of Mathematics & Statistics, and the Department of Education. The commitment of those groups is matched only by the love of teaching and learning Mathematics brought to the event by two dedicated Mathematics professors, Dr. Bruce Shawyer and Dr. Peter Booth who produce the questions for the league.

This year, for the first time, the Centre for Distance Learning and Innovation (CDLI) sent teams to the Provincial Final. Students from St. Gabriel's All-Grade in St. Brendan's and Holy Cross School Complex in Eastport formed CDLI Team 1, and students from Tricentia Academy in Arnold's Cove and St. Mark's School in King's Cove formed CDLI Team 2.

Teachers, parents, Mathematics professors, and other invited guests observed students trying to solve 10 challenging problems and a 4-problem relay question. Several students happily demonstrated how they arrived at their answers and often surprised even the Memorial University problem setters with their ingenuity!

(continued on page 8)

Important Notice to Teachers Changes in the Date for School Reopening

Back in the 2003-04 school year, when the holiday schedule for the 2004-05 year was being discussed, there was much concern from individual teachers and school staffs. It centered around the lack of holidays within the year, the elimination of some traditional holidays and long stretches of teaching without any long weekends. These concerns persisted throughout this year and the fact that there was no scheduled break between Christmas and Easter was seen by many as a problem.

At the Provincial Executive Council Meeting of January 14-15, 2005, there was a motion carried which stated, "That the NLTA begin talks with the Minister of Education to change the opening day of schools to the first working day in September". Again at the Biennial General Meeting of March 29-April 1, 2005 a resolution from the Humber Branch was carried which stated, "That the school year begin on the first working day in September."

As a result of these directives, your president and administrative staff of NLTA explored with the Minister of Education and his senior officials changes to the opening date of school. From these discussions and others held between the Department of Education and the School Boards, it was decided that for the 2005-06 school year, the opening day for teachers will be Friday, September 2 and students will begin after the Labour Day holiday. In future years the desire is to open on the first working day in September and have students begin after the long weekend. This will provide an opportunity for more long weekends within the school year, thus reducing slightly the very busy pace that teachers experience in their work lives.

S d	M t	T u	W e	T h	F r	S a
				1	2 Opening Day	3
4	5 Labour Day	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Congratulations to all those who participated in the league and in the Provincial Final, and to this year's winners: Herdman Collegiate, Corner Brook placing 3rd, Gonzaga High School, St. John's placing 2nd, and Provincial Champions Holy Heart of Mary, St. John's. Honourable mention should also go to CDLI Team 2 (Tricentia Academy and St. Mark's School) in their first visit to the provincial final who placed 4th just edging out Regina High from Corner Brook.



Provincial Champions from Holy Heart of Mary – (l-r) Students: Shuang Han, Suhasini Gadag, Christopher Mong, Shree Ziradkar; Teacher-Sponsors: Ms. Dawn Marsh and Mr. Leo Buckle; Presenter: Dr. Peter Booth, Dept. of Mathematics and Statistics, Memorial University

Special thanks go out to the problem setters, the organizers, and especially the local coordinators and teacher-sponsors who support and encourage students to participate fully in school life.

For further information on the NLTA Senior Mathematics League, visit www.math.mun.ca and click "Outreach", or email Provincial Coordinator Paul Gosse at paulgosse@gov.nl.ca.

Parkinson Society of NL seeking volunteers

Parkinson Society Newfoundland & Labrador (PSNL) is seeking dedicated volunteers to serve on their provincial board which is responsible for the management and operation of the Society and its programs throughout the province. PSNL serves 1,400 people with Parkinson's and has support groups in St. John's, Conception Bay North, and Grand Falls-Windsor with community liaisons in Corner Brook and Labrador City. A PSNL volunteer will be visible in the community and will advocate awareness whenever possible. If you are interested, please call Beth Holloway at 709-722-9421 or contact the PSNL office in St. John's at 709-754-4428 or 1-800-567-7020.

5th Annual Provincial Teacher Recruitment Fair a huge success

The 5th Annual Provincial Teacher Recruitment Fair took place on May 12 at the G.A. Hickman Building, St. John's campus of Memorial University of Newfoundland.

The Fair provides job opportunities and related information for students, teachers, or others interested in entry into the profession. The Fair is also open to substitute teachers and other interested individuals who may be considering a career in education.

Information booths were set up by school districts, the NLTA, the Department of Education, the Faculty of Education at MUN, and other educational partners.

The Provincial Teacher Recruitment Fair is organized in partnership with Memorial University of Newfoundland, the Newfoundland and Labrador Teachers' Association, the Department of Education – Government of Newfoundland and Labrador, and the Newfoundland and Labrador School Boards Association.

Department and school districts work to improve school safety

The Department of Education in partnership with school districts has been working hard over the past two years to improve safety in schools. This safety initiative began in March, 2003 in response to new Occupational Health and Safety (OH&S) legislation introduced in this province. The initiative began by focusing on OH&S committee training in schools and school inspections. The Department's long term goal is the development and implementation of a safety management system that ensures all employees and students can work and live in a school environment where hazards are recognized and controlled.

Over the past two years, more than 500 employees have been trained as OH&S committee members and a Safety program, tailored to meet the needs of the education system, has been developed. All committee training will be complete by June 2005. Committee training and program development is managed by a safety specialist with the Department of Education who works closely with personnel in each Board. This safety specialist also conducts school inspections with the school OH&S committee and more than 80 schools have been inspected to date.

"It is difficult to dispute claims that schools in this province need improvement, especially in light of recent media reports," says Otto Ryan, Health and Safety Specialist with the Department of Education.

"Some people are inclined to suggest more money would be the solution. Everyone must understand that financial support alone, while undoubtedly a necessary resource, is not the solution. There needs to be a cultural change throughout the education system in that everyone must take responsibility for their own safety and the safety of others. The Department of Education will continue to foster this cultural change by ensuring all employees are provided with proper tools and equipment, adequate supervision, required training and education as well as policies and procedures. We are moving in the right direction and many schools have already experienced the benefits of this process."

The Department of Education has made a significant commitment to school safety over the past two years and plans to continue that commitment through other safety initiatives. Short term objectives are currently being considered and include such things as science safety, school bus safety, asbestos management, disability management and more. Progress has been made in our schools and the Department plans to continue to move forward with these initiatives to make our schools safe. "It is important to remember," says Mr. Ryan "everyone is responsible for safety".

WISE Student Summer Employment Program

Level II female high school students have one year remaining to make career choices about what university or college to attend and what science/mathematics credits will be needed to get them there. These students can learn about new career choices, while also getting a paid summer job, meeting new friends and having fun as they learn by participating in the WISE-SSEP program. Women in Science and Engineering (WISE) Newfoundland and Labrador is a voluntary network of individuals who work together to promote and support women in science, engineering and related careers, and it undertakes various activities to promote awareness for young women.

The WISE Student Summer Employment Program (SSEP) just marked its 15th year and to date approximately 500 young women from schools across the province have participated in this national award-winning program. The long-term goals have been to increase representation and to provide support/mentoring for women in the fields of science, engineering, mathematics and technology. Students have the opportunity to work with professional engineers and science researchers in such areas as the Faculties of Science, Engineering and Applied Science, Medicine,

the Fisheries and Marine Institute, the Institute for Ocean Technology, C-CORE (Centre for Cold Ocean Resources Engineering) and the Professional Engineers and Geoscientists of Newfoundland and Labrador.

Interested teachers and students can check for this year's application information through the mail-out that was sent to schools in early spring or by contacting WISE at 709-754-1435, wise@cdli.ca, or www.cdli.ca/wise/.

ATLANTIC CANADA

Launching a new craft

On January 5, 2005 the first Connected Community of the Association of Supervision and Curriculum Development (ASCD) came into existence. The Atlantic Canada Connected Community (ACCC) is a professional learning community dedicated to creating success for every learner through reflection, dialogue, and sharing of proven and current practices in teaching and learning.

To celebrate this inaugural and exciting event, a launch was held on May 16, 2005 at Hampton Hall, Fisheries and Marine Institute of Memorial University and Dr. Gene Carter, the Executive Director of the Association of Supervision and Curriculum Development, presented a keynote on "Meeting Educational Challenges for the 21st Century".

The main purposes and goals of the ACCC are: improvement of curriculum and instruction; provide support, assistance and linkages to ACCC members; provide programs to meet identified needs of Atlantic Canada educators; professional growth of its members and others concerned with improving teaching and learning in Atlantic Canada; support of varied programs designed to promote educational change; positively influence education through events and practices; and advancement and growth of the Association in Atlantic Canada.

The Atlantic Canada Connected Community offers three types of memberships – professional membership is \$25 a year (\$20 for ASCD members). Student memberships are available to university and college students at a rate of \$10 a year. Institutional memberships are \$200 per year.

Benefits for individuals are preferred rates at conferences; local publications from ACCC; a website of local interest items; a lottery to win one of two annual memberships to ASCD; an opportunity to build connectivity among Atlantic Canada's educators; the Initial membership period will not expire until August 31, 2006.

For further information or for membership, please contact accc@nl.rogers.com or call 709-738-8855.

OTTAWA

Global Action Week

About 100 attended an early morning breakfast on April 19 including the CTF Board of Directors, federal members of Parliament and senators as they launched Global Action Week (GAW) in Canada in the Parliamentary Restaurant. Thembelani "Thulas" Nxesi, the President of Education International (EI), took the opportunity of urging Canada to become a leader on the international scene in order to meet the United Nations Millennium Goals. The Honourable Paddy Torsney, Parliamentary Secretary to the Minister of International Cooperation, announced that the federal government had ratified the CTF International Cooperation Program five-year funding proposal.

Global Action Week serves as a public reminder to governments and intergovernmental agencies to keep promises made at the World Education Forum in April 2000, as enshrined in the UN Millennium Development Goals, to provide free, quality Education For All (EFA) by the year 2015.

The Canadian Teachers' Federation was an active participant in the sixth Global Action Week of the Global Campaign for Education. The Global Campaign for Education is demanding that politicians keep their promises to achieve gender equity in education by 2005 and universal primary education by 2015.



Pictured (l-r): NLTA President-Elect, Kevin Foley; CTF President-Elect, Winston Carter; Loyola Hoarn, MP, St. John's South-Mount Pearl; and NLTA President Fred Douglas during launch of Global Action Week.

MAXINE PANSY (BONNELL) COLLINS, 1950 – 2005

The news of Pansy's sudden passing came to most of us early Easter Sunday morning. Those of us who knew and loved her were deeply saddened and upset that such a vital, energetic, fun-loving person could be gone so suddenly.

Born in Carmanville, Notre Dame Bay, Pansy attended Carmanville Central High. As a little girl growing up in a big family she often said she was "spoiled" and got away with everything. In fact, her dad, John Collins, who predeceased her, often called her "his pretty little soul".

Pansy began her teaching career in 1967 in a Grade 6 position at Carmanville Elementary. After spending two years at Carmanville she moved on to continue her teaching career at Clarenville Elementary, Greavett Memorial High in Cowhead, St. Peter's Elementary in Upper Island Cove, Coley's Point Elementary and finally St. George's Elementary in Long Pond, Conception Bay South, from where she retired in the late 1990s. Pansy was very versatile and taught everything from Primary Special Needs to Grade 9 during her career.

Pansy viewed retirement as a time for reflection and a new beginning. In her spare time she volunteered at Glenbrook Lodge where her mother now lives. Her many years in the classroom helped develop her expertise in dealing with all ages and abilities.

During her teaching career at St. George's Elementary she was known for her contagious laugh and her love of a good story or joke. Her laugh could be heard throughout the building, especially if there was a good "yarn" going on. Never one to back down, Pansy would love to have heated discussions on many topics. Life was anything but boring when Pansy was in the room. Her love for children and the spirit with which she embraced each day will be long remembered by her colleagues at St. George's Elementary.

Our deepest sympathy is extended to her sons, Ian and Darryl, and their father Reg Bonnell, her mother Alma Collins, her sisters Audrey Collins and Maisie Hicks, and to her brothers Wallace, Winston, Gordon, Clayton and Larry Collins and their families. We want them to know she touched many lives, made the days a little brighter and was loved by so many.
(Submitted by her friends at St. George's Elementary)

DIANE HAWCO, 1952 – 2005

Heaven was made a better place on January 4, 2005 when Diane Hawco went there to live. Diane had fought a hard battle with cancer and finally, surrounded by family and friends, she gave up the fight.

Diane was born in Stephenville on July 8, 1952 to Gerald (Red) and Sheila Hawco. She was the oldest of twelve and learned quite early the true meaning of family. Predeceased by her father, Diane leaves to mourn her mother, five brothers, six sisters and numerous nieces, nephews and great nieces who all lovingly called her Aunt DiDi.

Diane received her early education at St. Stephen's School in Stephenville and then attended Memorial University receiving her teacher's degree from MUN. Diane began her career teaching Grade 1 at Holy Cross School in Port au Port West. Throughout her career she taught both primary and elementary children in regular classes as well as in special education classes. Diane was instrumental in introducing inclusion for special needs students and advocated faithfully for the rights of the less fortunate student.

As a part of the social studies program, Diane, a then Grade 5 teacher, took her students to Gros Morne National Park, every year staying at Killdevil Lodge. She contributed so much to the success of this program that they named a building after her. To this day there is a Hawco Hall at Killdevil Lodge.

Diane's life was not confined to the classroom. Diane loved music and was a part of the Bay St. George Glee Club. She could also be heard singing at any of the other functions she attended sponsored by one of the many associations she was a part of. She was a member of the Progress Club, the Winter Carnival Committee, the Mental Health Board, the Relay For Life Planning Committee, and the Stephenville Town Council. Diane gave her utmost in everything she did but her biggest commitment was to the betterment of people with disabilities. She was a long time member of the Association for Community Living and was one of the founding members of the Community Employment Corporation. She sat on Provincial Boards and advocated for the rights of others.

There are many words which could be used to describe Diane's personality. She was vibrant, energetic, open hearted, fun loving, and welcoming. Her laugh was almost as famous as her parties and her butterflies. She will be missed by family and friends alike.

Thank God for the teachers of our children, So the garden can grow. (From the song entitled "In the Garden" by Terry Kelly and Floyd King.)

(Submitted by Litty MacDonald, long time friend and co-worker)



Maxine Pansy (Bonnell) Collins



Diane Hawco



Fred Douglas

We Have Come A Long Way A President's Perspective

In many respects it seems much less than two years ago that I assumed office as NLTA President. Time seems to have flown by. This appears to be a phenomena peculiar to people of a certain age. I can remember clearly when I used to wonder if the school year would ever end while during the last few years I wonder where the time has gone.

Time gives us a perspective on many things, not the least of which, for me, relates specifically to education issues. I can't recall when it became apparent to me that many of the issues we deal with have no definitive end but are works in progress. It certainly wasn't an epiphany but a gradual realization of that reality. We are, after all, still struggling in many respects to accomplish what our founder, James Frederick Bancroft, set out as the major aims for the Newfoundland Teachers' Association in 1890: To improve the professional lives, remuneration and working conditions for the teachers of our province.

We have, however, met with some stellar success with respect to the fulfillment of those aims. We have moved beyond the days when teachers would wait until a provincial budget was announced to learn whether teachers would receive any increase in what could be generously termed a stipend. We have secured a pension plan which will aid our retired members to live comfortably and in dignity. We provide opportunities and funding for the professional development of our members unmatched by any teacher union in the country. We have accomplished, for the first time in our history, a wage package comparable to our counterparts in Atlantic Canada. We have a Health and Dental Plan with an LTD provision which protects us when we are seriously ill. In addition to being a professional association we have become, by virtue of provincial legislation, a union which is the certified bargaining agent for every teacher in the province.

To whom do we owe the thanks for the myriad of gains and the successes we have achieved in our profession? Certainly we owe it to our members and our elected leadership over the years. Certainly we owe it in no small part to our excellent staff at the NLTA who provide the vision and expertise which is so often invisible to the majority of us. We owe it to the invaluable leadership which has been provided at

the school and branch levels and within our Special Interest Councils. Most of all, to my mind, we owe it to those members who were active in 1973 who, through a series of rotating wildcat strikes, forced the provincial government of the day and the school boards under the Denominational Education system to officially recognize what was then NTA as the bargaining agent for teachers. Let us never forget the courage it must have taken for those members to take such drastic action at a time when the consequence for such action could mean instant dismissal.

So, here we are, 115 and 43 provincial presidents (I'm the 44th) after James Frederick Bancroft, standing on the very broad shoulders of those giants who have come before us. We have a long way to go before we achieve all that was set out to be achieved for teachers and thus we have "...Miles to go before we sleep." Nevertheless, we have made great gains. Gains, I would suspect, that Bancroft and our early leadership would never have dreamed possible. I think it was Shakespeare in *Julius Caesar* who indicated that "Politics is the art of the possible." I believe that we have achieved to date that which is possible and I believe that with your continued support we will achieve much more.

On a personal note, please accept my most sincere thank you and appreciation for allowing me to represent you. My tenure with the NLTA, which has stretched over my thirty-year career, has been extremely rewarding. It has been the single-most means of personal growth and professional development for me. I make one request upon leaving the position of president. Please become involved in your professional association and your union. Offer constructive criticism to those in leadership positions but take responsibility for that criticism; don't leave it to others to implement. Thank you for all your support, especially over the last two years. The next two years will likely be very challenging ones for us all and I would urge you to give your support unwaveringly to our new president, Kevin Foley and his new Provincial Executive Council as they attempt to move our cause forward.

Fred

A Time to Reflect

As our members' thoughts deservedly turn to the coming summer in anticipation of some much needed R and R after another hectic school year, this is an appropriate time to reflect on some key events of the past year for teachers and for the Association.

When the 2004-05 school year began, we were confronted with a vastly changed educational landscape in this province. Eleven school districts had been reduced to five with a major increase in the geographical area of the three remaining districts on the island portion of the province. This increase in geographic size was accompanied by a major reduction in the number of board office personnel. Government argued when bringing in this change in the spring of 2004 that it was a change in administration and would not affect the schools. However, we knew the difference then and the year has demonstrated the difference now. A reduction in the ability of central and regional offices to service their schools is negatively impacting teachers' and administrators' own workloads and thus their abilities to provide the best services to students.

Cuts to teacher allocations by the provincial government continue to negatively impact our schools and our members. The provincial budget in March announced the further reduction of another 145 teaching units from our schools. Government characterized the loss as a "redeployment" of 75 teaching units back into the schools (since the teacher reduction could have been 220 had the allocation formula been strictly followed). The most recent cut means that 400 teachers have been removed from the province's schools within two years. These cuts are having devastating impacts on many of our smaller schools as school districts struggle to accommodate the losses and minimize the negative impact on students.

Your Association has been leading the fight, along with the School Boards Association and the Federation of School Councils, against these continued teacher cuts. We have pressed government in face-to-face meetings, in the media, through letter writing, and through lobbying by our members in their schools and branches, to stem the tide on teacher cuts and to put in place a process for re-evaluating the whole teacher allocation formula. A thank you goes to all of our members, school representatives and branch presidents who heeded the President's

call to become active with their MHAs on this matter. While it may not be obvious at the time, such actions do make a difference. The 75 teaching units "saved" in this year's budget is evidence of that positive effect.

Concerning the Association's internal activities, delegates to this year's Biennial General Meeting strongly supported a renewed financial commitment through increased membership fees. This will allow your Association to continue its high quality programs and services for teachers, its protection of teachers, and its necessary role as an advocate for quality public education. As part of the increased financial support, BGM also mandated increased attention to rebuilding the Emergency Fund. Further, the Association has been directed to undertake an internal/external review on all aspects of NLTA operations in order to develop a strategic plan. This task will be undertaken by the new Executive when it begins its mandate this coming fall.

Your Association has continued to focus its efforts over the past year on its dual purpose of promoting the cause of education and protecting and promoting the welfare of teachers. Our education system (and, thus, our members' workplaces) is not isolated from the effects of government decisions which often ignore long-term educational considerations and focus on those which are short-term political and/or economic. Our constant fight is to keep that focus where it should be. Let us continue to demonstrate our collective resolve to continue that fight.

At the end of another busy school year, I salute each and every one of you who are on the "front line" of education for your continuing dedication and commitment toward the students entrusted to your care. A special thank you to those who find time in their busy professional lives to provide input to, and participate in the work of, your Association. Take the necessary time over the summer to recharge, renew and recommit. On behalf of all your Association's staff at 3 Kenmount Road, who work daily on your behalf, I extend best wishes to each and every one of you for a safe and enjoyable summer.



Edward Hancock



Common Sense About “Common Scents”

by PERRY DOWNEY

In recent years, the terms “scent-free”, “scent-safe”, and more recently, “scent-reduced” environments have found their way into many workplaces throughout the country and more recently, throughout our province. The use of the term “scent-reduced” has become more applicable to workplaces than the older adage “scent-free” since we have come to realize that it is practically impossible to eliminate all scents from the air in our environment. In most cases, a better term to use would be “chemical-reduced” since it refers to the overall goal of reducing indoor air pollution from many chemical-emitting sources, not just fragrance products. Regardless of the term we use, they have been introduced into our everyday lives in hopes of addressing the fact that we do have colleagues, family members, friends, and other individuals in our society who have developed, and in certain cases, have been diagnosed with having severe hyper-respiratory systems that are extremely sensitive to intrusive odors and other forms of indoor airborne pollutants, more scientifically referred to as “volatile organic compounds” (VOCs). Teachers, employers and students must all be cognizant of the fact that school environments are not precluded from the presence of VOCs. Today, in many of our schools, we have a number of students and teachers who have developed hyper-sensitive respiratory conditions and find it extremely difficult to breathe and function when exposed to such pollutants.

Concerns regarding indoor air quality in schools throughout our province are not new issues, however when we hear the phrase “indoor air quality problems”, we often think about problems that are caused by the presence of fungi, bacteria, molds, mildew, wood rot, pitch (tar) roofs, renovations, poor ventilation, or paint/caulking fumes. Seldom do we think about the “indoor air quality problems” that are caused by the scents and fragrances emanating from personal care products such as perfumes, after shaves, colognes, deodorants, hair products, skin lotions, powders, or those found in cleaning agents, air fresheners, scented markers, art and industrial art

rooms, science labs, printing and copying machines, paints, caulking compounds, or glues, just to mention a few. Air that is tainted with any of these pollutants can have devastating effects on individuals who already have difficulties breathing. Pollutants that emanate from our personal care products are just as harmful to individuals with a hyper-sensitive respiratory system as are cleaning agents, molds, wood rot or paint fumes. As the slogan of the Newfoundland and Labrador Lung Association states: “When you cannot breathe, nothing else matters!!!!”. Thus, it is very important that we do our part to be cognizant and considerate of others in our schools and workplaces and to do what we can to ensure that our colleagues and students are able to teach and learn in our school environments without their breathing being threatened by airborne pollutants over which we all have control; our personal care products and cleaning agents.

In recent years, many School Boards and individual schools have implemented policies to address the medical concerns of students and teachers who have been diagnosed with life-threatening allergies to peanuts, eggs, or fish. We have become more knowledgeable and concerned about these life-threatening conditions and their effects on certain individuals if exposed to such allergens. Many teachers and students throughout the province have been trained in diagnosing the symptoms and in administering the EPI-Pen in the case of an emergency where an individual has been exposed to such products and lapses into an anaphylactic shock. To individuals with life-threatening allergies to peanuts, eggs, or fish, every precaution must be taken to avoid exposure. The same considerations should also apply to individuals who experience asthmatic and respiratory difficulties when exposed to indoor air pollutants. Individuals who have developed respiratory conditions and react severely to particular odors have great difficulties breathing and can experience similar life-threatening conditions. It is very frightening when you cannot breathe!

What Can We Do?

Like policies/programs that have been developed and implemented in schools to ensure the health and well being of students and teachers who have life-threatening allergies to peanuts, fish or eggs, similar policies/programs can be developed and implemented in schools where students and teachers have severe respiratory reactions to odors and fragrances. However, such policies/programs often begin with controversy. When the issue of controlling the kind or amount of personal care products that a person wears arises, individuals who enjoy wearing such scented products often view it as an infringement on their human rights and thus feel that they should not have to comply. In contrast, others see such policies/programs as protecting their right to breathe clean air and not suffer unnecessary health problems triggered by chemical fragrances. Where there is controversy over this issue, it is important to remember that health and personal welfare reasons will always take precedence over individual wishes and desires.

To help address the health concerns of employees with sensitive respiratory systems, as well as to put in place a pro-active, preventative measures program, many employers today have implemented "scent-reduced" or "chemical reduced" policies/programs in their workplaces. Schools should not be the exception, but rather the model! Policies/programs that are aimed at reducing the negative health effects caused by fragrance chemicals should be developed and implemented in all our schools in order to ensure that a healthier and safer working and learning environment is provided to both students and teachers, as well as to all those who access our buildings and enter our classrooms. In many cases today, however, such policies/programs are lacking in schools, even where there are students and teachers experiencing severe respiratory hyper-sensitivities. We already have far too many students and teachers absent from our schools because they cannot breathe. Many are required to take very high doses of medications in order to combat their breathing difficulties, however, some have experienced adverse side-effects from taking such medications. Others have had to take considerable time away from school because they cannot function effectively and "they are sick of being sick". If we reduce or eliminate the amount of fragrance chemicals that are emitted from personal care products and in-school cleaning agents, for example, we will be well underway to doing our part in creating a better learning and teaching environment for these people to return to. However, in order for any of this to work, WE MUST ALL DO OUR PART. If we do our part, not only will our students and colleagues thank us, but they will also be able to breathe in our schools.

The new Occupational Health and Safety legislative requirements were introduced three years ago requiring all schools to select and train members for their Occupational Health and Safety Committees or a Worker Health and Safety Representative at each school site. The individuals selected are responsible for: i) "identifying aspects of the workplace that may be unhealthy or unsafe" for workers; ii) "receiving complaints from workers as to their concerns about the health and safety of the workplace and their welfare"; iii) "monitoring the health, safety and welfare of the workers employed at the workplace"; as well as iv) "establish and promote health and safety educational programs for workers", just to mention a few. Since "scents" from personal care products and other in-school products often affect the health and welfare of certain workers, the Committee or the Worker Representative must be cognizant of individual concerns and may need to develop and implement a "scent-reduced" or "chemical-reduced" policy/program at the workplace. Programs are often the most diplomatic means of addressing any issue that arises in the workplace because all individuals are expected to voluntarily do their part to ensure that the issue is addressed and the workplace is a healthier and safer place for everyone, especially those affected. However, in circumstances when individuals are not willing to voluntarily do their part, mandatory policies often have to be developed and implemented. Employees are often upset and disappointed when the Employer is not willing to do his/her part to address a health and safety issue at the workplace. However, as colleagues, we have no one to blame but ourselves when WE have the ability to change our own working environment in order to make it a healthier and safer place for everyone. In accordance with OH&S legislation, a worker is also responsible for: i) "his or her own health and safety", ii) "the health and safety of other workers engaged in the work of the employer", and iii) "the health and safety of other workers or persons not engaged in the work of the employer but present at or near the workplace". Therefore, we all can, and should, do our part!

Some FACTS to Consider

It has been medically determined that children are especially susceptible to health effects caused by fragrance chemicals released from products because their body organs and systems are still in the developmental stage. The chemicals contained in perfumes can cause many physical and neurological symptoms in susceptible individuals. Studies have shown that fragrances in perfumes and cosmetics can cause skin

sensitivity, dermatitis, rashes and photosensitivity. This is caused by direct contact with the skin. Other studies have shown how fragrances can trigger asthma attacks and the incidents of asthma are on the rise. Studies show that approximately five to ten percent of the population of the United States suffers from asthma, with 20 percent having some form of respiratory allergy. In Canada, studies have revealed that approximately 13 percent of school-age children have asthma and studies have also shown that fragrances can cause breathing difficulties in non-asthmatics.

Breathing difficulty is often the most obvious symptom a person exhibits when exposed to fragrance tainted air, however, other physical symptoms caused by fragrances are: inability to concentrate, loss of coordination, headaches, sinus congestion, coughing, sneezing, eye, nose, throat and skin irritation, loss of consciousness; more severe symptoms include: seizures, tremors, convulsions, weakness, short-term memory loss, depression, irritability, mood swings, aggression, fatigue, nausea and dizziness. Some chemicals can have a narcotic effect, such as stupor, sleepiness and hallucinations. Many of the benzene and aldehyde chemicals have been known to cause cancers, birth defects, severe allergic reactions and central nervous system damage. Neurological studies have shown that inhaling fragrances can cause changes in circulatory and electrical activity in the brain. Vascular changes in the brain caused by fragrances can trigger migraine headaches. At least ten percent of the world population suffers from migraines. It is also estimated that children and adolescents suffer 15% of all migraine attacks at fifteen years of age and under.

"Scent-reduced" or "chemical-reduced" schools are healthier and safer environments for all teachers to teach and for all students to learn. Individual breathing difficulties can obviously be addressed by us all so PLEASE DO YOUR PART and remember, "when you cannot breathe, nothing else matters!!!!".

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.



Are You Entitled to Relocation Expenses?

by LLOYD HOBBS



Teachers who were declared redundant from their teaching assignments and reassigned to positions which required them to relocate their residence may be entitled to compensation under Article 53 of the Provincial Collective Agreement. Specifically, Clause 53.02 states: *This Article shall apply only where the distance from the teacher's residence to the new school exceeds the distance from the teacher's residence and the old school by more than forty (40) kilometres, or where the teacher is required to relocate to or from an isolated settlement as defined within Article 24 of this Agreement.*

If you meet this qualification, you may claim real estate and legal fees, moving expenses including meals and hotel costs related to your relocation as outlined in Clause 53.01 as follows:

A teacher who is required by the Employer to relocate from one geographic location to another as a result of a consolidation of School Boards or reassignment due to redundancy shall, on the submission of a certified statement of expenses, be compensated as follows:

(a) A teacher who sells his/her private dwelling house, in which he/she resides immediately prior to being relocated, shall be reimbursed for real estate agency fees up to a maximum of five percent (5%) of the selling price.

(b) Reimbursement of reasonable and necessary legal fees encumbered upon the teacher because of the sale of his/her house and the purchase of a new dwelling at his/her place of relocation; and

(c) Where a teacher is required to relocate from one geographic location to another, he/she shall be reimbursed for the following expenses: (i) carting, packing and unpacking, cartage insurance and transportation of his/her and his/her dependents' personal effects; (ii) hotel accommodations and meals approved in advance by the School Board for a teacher and his/her dependents for a consecutive period not exceeding fourteen (14) calendar days. With respect to claims for meals, a teacher may be reimbursed as follows: (1) meal allowances on relocation to be identical to those allowed on travel; and (2) in the case of a teacher with dependents, the maximum allowances claimable shall be in accordance with those

specified in (1) above for each of the teachers, spouse and dependents over twelve (12) years of age, plus one-half (½) this amount for each other dependent; (iii) Claims for items (i) and (ii) are to be accompanied by receipts or other satisfactory proof of purchase.

You are advised to discuss this matter with your employer before incurring such expenses and have approval in advance for the items requiring prior approval. Your claim is to be submitted to your employer with appropriate receipts before being forwarded to government for payment. If any member has questions related to this article they are asked to contact any Administrative Officer in the Benefits and Economic Services Division of NLTA.

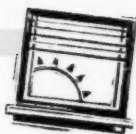
Lloyd Hobbs is Assistant Executive Director of the NLTA.



Educator Sought for Action Research Module Development

The Virtual Teacher Centre in collaboration with Dr. Karen Goodnough of Memorial University is looking for an experienced educator to develop an online teaching and learning module on teacher action research. The module would follow the format used in other teaching and learning modules found at the Virtual Teacher Centre. The module would consist of five or six lessons addressing the following topics: the nature of action research; the action research cycle; data collection and analysis; ethics in action research; validation; and report writing.

Work on this project would start immediately and would need to be completed by August 1, 2005. Experience in curriculum development and a sound knowledge of action research would be assets. Please submit a letter and resume (electronically) to Dr. Karen Goodnough, Faculty of Education, Memorial University of Newfoundland, kareng@mun.ca. For more information about this contract, call 709-737-3032.



Intimidation ... Why it Works and How to Overcome It!

by CLAUDETTE COOMBS

Threats of professional evaluation, divorce or social exclusion can be enough to change behaviour. Sarcastic comments, criticism, innuendo and ridicule are typical ways that adults create that edge. We may also unjustly feel inferior based on education level, income or family background. At work "insubordination" and "Code of Ethics" are two anxiety causing expressions which can be used inappropriately to silence teachers and suppress opposition. When exposed to such emotional taunting, we minimize the impact by escaping the situation, conceding to the intent or resolving to eliminate the coercion. In each case, we make a decision.

However, not all intimidation is intentionally harmful. Taking on extra tasks because someone asks and we feel obligated still doesn't make it right! Although others benefit, we still feel pressured to give more, in our world of dwindling time and energy.

Why is intimidation used?

Intimidation is a method of controlling behaviour. You do something that you would not otherwise choose to do. Quite simply, it is used because it works!

Why does it work?

Usually there is a power imbalance, real or perceived, which creates a potential for undesirable consequences. Sometimes intimidation is effective because of our character traits. If we prefer to deal with conflict in the most popular way, by avoidance, we can easily be manipulated by someone who uses conflict, anger or superiority. If we are embarrassed by a public scene, we might comply if others are watching. Children asking to have a friend stay for dinner, while the friend is standing there, might thereby ensure a dinner guest. We quickly learn what works!

How can intimidation be overcome?

Explore your own role in the situation. Understand vulnerabilities and take steps to reduce them by strengthening skills and boosting self confidence.

Confirm the intent of the intimidator. At times, physical size, voice and behaviours appear intimidating to

others but that may surprise the intimidator. Clarify how you feel and what triggers those feelings.

Know your rights! Get the facts before conceding or challenging. Engage support. Check with someone before responding. If you have concerns about insubordination, call the NLTA for information or advice. The Code of Ethics for Teachers requires you to confront a colleague before going to a superior about issues, yet it is unreasonable to expect a teacher to confront someone who is already a personal threat. Therefore, written concerns can be delivered to the colleague explaining that a personal confrontation would be counterproductive and these concerns will go to another level for consideration and intervention.

Set rules or limits. Be sure to know where your line is drawn. We sometimes feel that it isn't worth reacting to simple things but, as with stressors, the culmination of little things can affect us more than one big event. Perhaps that is because the injustice and appropriate response are obvious in the big event.

Remove the audience. Set another time to privately meet and discuss potentially volatile or controversial issues and options. If you are uncomfortable speaking alone, have someone with you.

Promote a "Respectful Workplace" policy. Many work environments realize the benefits of policies which deal with conflict, interpersonal interactions and diversities in values and expectations. Encourage your School Development Team to initiate similar policies.

If you live or work in an environment contaminated by intimidation, use the summer to reflect on changing your role in the situation. Gather your supports, then enjoy the holiday knowing that you will return to school with new skills, a positive outlook and resources to create positive change.

Claudette Coombs is a Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Marie Wall (ext. 265).

Kids Eat Smart Nutrition Programs

by KIM TODD

Approximately 20% of school children in Newfoundland and Labrador participate in Kids Eat Smart-supported breakfast, lunch or snack programs. Known as 'Kids Eat Smart Clubs', these nutrition programs aim to make nourishing food, prepared by volunteers, accessible to all students so that they can attend class well nourished and ready to learn. There are more than 150 Kids Eat Smart Clubs throughout the province.

The benefits of child nutrition programs are huge, immediate, and long lasting. Academically, research shows that problems associated with inadequate or poor nourishment can include an inability to concentrate, behavioral issues and increased absenteeism due to frequency of illness. School-based nutrition programs are a first line of defense. From the social perspective, Kids Eat Smart nutrition programs are great equalizers: children from all socio-economic backgrounds are welcome. From a child health perspective, as problems associated with childhood obesity become increasingly well known, good nutrition is increasingly well-recognized as part of the solution.

A study funded in part by the Canadian Institute for Health Information's Canadian Population Health Initiative indicates that schools with healthy living programs have lower rates of overweight and obese students. The study was published in February in the *American Journal of Public Health* and reflects data collected through a study of 5,200 grade five students in Nova Scotia. The proposed model for a healthy living program includes eight components, among them nutrition services and family/community involvement, both of which are integral to Kids Eat Smart-supported nutrition programs.

Established more than ten years ago with the mandate to ensure that children have access to adequate, nutritious food, Kids Eat Smart Foundation has evolved. While the mandate remains, the emphasis has re-focused on nutrition through a 'Best Practices' initiative. This reflects the experience gained by working through many nutrition models (cafeteria-style, grab-and-go, etc.), many school populations, and many different communities. Best Practices

focuses on volunteer efforts in terms of menu planning and preparation, food-safety, recognition, and division of labour. While the big message is simple – one size does not fit all – equally true is that programs work best with a sound operating structure that does not add another time-consuming item on the 'must-do' list of educators.

That said, the role of the school is nothing less than essential. Without school support, Kids Eat Smart programs do not happen. Only the principal and teachers have the capacity to enable programs to work in the school environment. However, the Foundation has learned that programs tend to be strongest when the legwork comes from volunteers in the larger community – parents, service clubs, church groups, retired teachers, and others, with a Kids Eat Smart volunteer coordinator who works closely with, or within the school.

School support comes in many ways – some obvious, others surprising. Firstly, administrators have to allow the program to operate. It is also up to the school to integrate 'Kids Eat Smart' into the typical school day, to let students know the program exists in the school, and to play a role to facilitate fundraising, etc. Administrators and teachers can support programs by welcoming volunteers into the school and supporting their efforts, and providing solutions-based strategies that will make the programs successful. For example, in some schools, teachers 'donate' a few minutes from homeroom at the start of the day to give students time for breakfast. Support can also be less involved and can include supporting fundraising initiatives, or bringing in a box of cereal.

Because food is a basic necessity that fuels how we live, Kids Eat Smart Clubs can also be a resource for the school environment. At some schools, students volunteer at their breakfast club and receive credit toward their coursework. At Bayview Regional Collegiate in St. Lunenburg, students of Nutrition 3101 ran the Kids Eat Smart Club last year.

As a traditional centre for community, schools and the educators and administrators who run them are vital to the well being of our children. School-based nutrition programs can help address the nutritional challenges children face, and be a support and resource for education at the same time.

Kim Todd is the Communications Officer for Kids Eat Smart Foundation Newfoundland and Labrador. For more information, contact Kids Eat Smart Foundation Newfoundland and Labrador, 1-877-722-1996.



Rites of Passage

Endings & Beginnings

by BEVERLEY PARK

It's June and you are reading *The Bulletin*, perhaps sitting in "your spot" in the staff room. "So, how much longer do you have left?" I bet you've heard the question asked, if not to you, to a colleague. This is the time of the year for the rite of passage that makes the month of June a countdown to retirement for some people.

For those of you are making the transition out of teaching and into retirement, I want to ask you to think about something. You have been a teacher for three decades or more. You have encountered numerous children – some whose faces you remember, but whose names escape you; others whose every detail is indelibly etched in your memory. There were moments you will treasure forever and others you'd give anything to forget. There were colleagues who became friends and allies – and others, well... For 30 x 185 days (more or less) you practised in the proudest of professions, and you changed lives. How will you be remembered? How would you want to be remembered? What is the legacy you are leaving behind?

It has been said that watching a teacher leave a classroom for the last time is like watching a library burn... and if you are the owner of that burning library, what books do you want to rescue from the stacks of your experience? What are the lessons you want to save? What ideas do you want to preserve to pass on to your successor?

Just as there is an excitement and an anxiety associated with the transition you are making, there is another group in the teaching profession who are likewise experiencing excitement and anxiety and anticipation – the recent graduates who will be beginning their first teaching jobs in September; the rite of passage at the opposite end of our profession.

Next September perhaps a brand new teacher will occupy your chair in the staff room, will take your cubicle in the workroom and, more importantly, he or she will take on the responsibility of teaching the students you now teach.

New people coming on staff next September won't be replicas or clones of those who are retiring.

They will have gone through a different educational preparation program; they will have grown up with a different set of experiences; they probably have different values. They will come with fresh ideas and the energy of their youth.

Imagine for a moment that as you pass through the school door your last day in June you just happen to meet the new teacher as s/he enters for the first day? After the shock of how young s/he is you will no doubt recall how that moment felt for you, too. You'd probably think of all that your experience has taught you over the years and wish you had known then (at the start of your career) what you know now! So here's your chance! What are some of the things you have learned that these new teachers would not and could not have encountered in any course or any textbook? While some things can only be learned through experience, a little bit of advice from someone who has "been there and done that" can mean a world of difference to someone just beginning.

You have surely seen the image of the inukshuk, those rock structures that dot the northern landscapes. Inukshuks are powerful symbols of our dependence on each other as we venture out into uncharted landscapes. They remind us that others have been here before us and can help us find our way. Those of you who are leaving, remember to leave your mark, a guidepost for others. Those who are entering this new territory, try not to be so busy focusing on the next small step to look up and see the broader landscape once in a while and to look for those markers on the horizon. This period of transition is an opportunity for all of us to pause and think. That imagined conversation that allows for the passing on of stories of lessons learned and the wisdom that comes from experience, that encounter in the doorway of those who are leaving and those who are entering, should be a part of the rites of passage in this, the greatest of professions.

Beverley Park is an Administrative Officer in the Professional Development Division of the NLTA.



Inukshuk built by Beverley Park and the late Bill Wheaton (former NLTA Executive Member), in Hopedale, Labrador in 2001.



Newfoundland Council of Exceptional Children
**Outstanding
 Achievement Award**

Ms. Brenda Smith is the 2004 recipient of the Outstanding Achievement Award from the Newfoundland Council for Exceptional Children. This award serves to recognize Brenda's contribution in the area of teaching and leadership in special education.

Brenda has been actively involved in Special Education in Newfoundland and Labrador for 30 years, assuming many teaching roles during that time. From primary teacher to Director of Student Support Services with the Provincial Department of Education, her career has emphasized a child-centered philosophy and approach to teaching. She has shared her wealth of knowledge as well through her teaching at Memorial University of Newfoundland.

Brenda has consistently assumed leadership roles to ensure the advancement of Special Education. Author of numerous supporting documents, Brenda has been described as a "pioneer", serving on and chairing local committees and advocacy groups devoted to the concerns of children with special needs. Her work has extended, on numerous occasions, beyond the local community to the Atlantic region and to Nunavut where she has shared her skill and expertise.

Throughout her career Brenda has raised the profile of student support services for exceptional children. Testament to the positive impact Brenda has had in the field of Special Education are the number of former students who maintain contact with her after having transitioned into successful adult lives.



Pictured l-r: Wayne Nesbit, CEC Vice-President; Brenda Smith; Fred Douglas, NLJA President; Norm Garlo, CEC Executive; Glenn Sheppard, CEC Executive.

**Physical Education
 Teacher of the Year
 Award Winner**

The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) has recently announced that Benjamin Osmond, a teacher at Clarendville High School, has been awarded the CAHPERD/Wintergreen Phys-Ed Physical Education Teacher (PET) of the Year Award for the province of Newfoundland and Labrador.



Benjamin Osmond

Participating in every physical education class he instructs is but one testament of Mr. Osmond's commitment to teaching excellence and desire to set a positive example for his students. He has developed several successful new programs for his students, including Enviropacking, where students gain knowledge and life skills such as outdoor survival techniques, CPR, first aid, and an awareness of local and global environmental issues.

Mr. Osmond has also developed a "Physical Education with a Difference" program, which gave his students the opportunity to participate in an international student exchange. As a vocal advocate to add a theoretical Physical Education course to the provincial curriculum, he developed "Health Living", a course that allows students to develop a "sound mind in a sound body."

The Physical Education Teacher of the Year Award is presented to a teacher that has provided outstanding performance at the elementary, middle and secondary school levels, and who has an exceptional ability to motivate students to participate in a lifetime of physical activity.

The provincial award recipients receive a PET Teacher of the Year Award recognition plaque; a write-up in the CAHPERD PHE Journal and on the CAHPERD website; and a one-year free membership to CAHPERD.



The Ultimate Teaching Experience

by COLLEEN J. WALSH

In 1995-96, when I was an Itinerant Teacher for the Deaf and Hard of Hearing, I had the ultimate teaching experience of my career. I experienced first hand a transitioning workshop for students from grades 9 to 12 who have a hearing loss. It was the "ultimate teaching experience" for me because the personal growth in self-acceptance and self-confidence in the students whom I brought was monumental. Since then, and every year in which I have had students in these grades, I have advocated strongly for them to experience as many transitioning workshops as they possibly can. A provincial workshop has been offered at the Newfoundland School for the Deaf every second year and, for the years in between, the students could have one of an individual nature. I would like to share with you some of these "ultimate teaching experiences".

First of all, there is the Newfoundland Coordinating Council on Deafness or NCCD. Thank goodness for NCCD! NCCD is a paramount support to students who are deaf or hard of hearing (D/HH) and are making their way through the post-secondary system. For those who believe that there is no difference between students who are D/HH and those with normal hearing are completely and utterly wrong! Students who are D/HH need to have a personal FM system supplied to them along with someone who can supply direct audio boots and cords, microphones; need to set up tutors and pay them; need to find someone in each of their classes to take a good set of notes for them; and need to in-service their professors, besides trying to find their way to classes and figure out all that comes with a post-secondary education. So, besides the usual bugs in scheduling and waiting for the textbooks to appear in the bookstore, students with a hearing loss have the added burden of making sure that the supports they need to be successful are in place. Talk about doubling the odds of being successful! Thank goodness for NCCD!

Secondly, there are tours of the institutions. These come with the obvious questions...What am I going to do? ...Which program am I going to take?

At the very least, this process sets in motion these very important questions. The students are thinking about their future lives. Whether or not their choice changes over the course of this 4-year period does not matter. It is that they are choosing and they can experience first-hand what their options can be. They even have the choice of actually sitting in on a class if they prefer. Of course, this is the same for all students but students who are deaf or hard of hearing also need to meet the people who will be a support to them at these post-secondary institutions, for example, Ruth North at the Blundon Centre at Memorial University of Newfoundland or the counsellor at the College of the North Atlantic. They need to know if these institutions have phones that can be accessed for the hearing impaired. They need to know if they will have equal access to a quality education the same as their hearing counterparts.

Thirdly, at the transitioning workshops, students with a hearing loss in the regular school system get to meet students their own age, who are like them, who use FM systems and share the same experiences they do. I am amazed at the profound individual growth which takes place within each student. They become lifelong friends. They accept themselves as "normal" and become better self-advocates because of this normalization. Their self-confidence flourishes. It is an ultimate teaching experience to share this phenomenal positive change with them. I cannot express it as well as they can so I'd like to quote some of my students who have experienced the transitioning workshop first-hand.

Last March 2004, Melanie Edwards, a grade 9 student at St. Lawrence Academy, wrote the following: *On the week of March 22-25, I travelled to the Newfoundland School for the Deaf (NSD) for a student workshop. The workshop gave me, and many other hard of hearing students around Newfoundland and Labrador, the opportunity to visit many universities, Hard of Hearing associations, Newfoundland Coordinating Council on Deafness and also, meet new friends. The*

thing that I admired the most was the social, which was held by the students at NSD. On that particular night, I have met many great people, and learned a lot about them through writing, and I have also learned some sign language. I hope this workshop will be arranged again next year, and many other students will experience it too. To me, it was a lifetime experience. Thanks, Melanie.

Tiffany Roul, a Level 1 student from Holy Name of Mary Academy, Lawn, wrote: What I like most about this trip was the chance to meet new people. The first evening we had an activity called Icebreakers which consisted of different activities to feel comfortable around one another. Another part of the trip I enjoyed was getting to tour the schools. Most kids get worked up about what they are going to do with the rest of their life. They have to worry about money, food, a place to stay, and your everyday basic needs. I was the same way but visiting schools and asking questions, I felt more confident about what will come after high school. One other thing I enjoyed was the social, a dance that the kids from the School for the Deaf put on for us. We had to communicate by writing on paper because the music was so loud, but everybody enjoyed it. The next day, everybody was talking to each other and were comfortable. Overall this trip was a big benefit to me and the other students that went. We met new people, had a lot of fun and are prepared for our future.

The next piece is from Sharon Tarrant, a Level 3 student also from Lawn. The biggest thing that I have learned during our trip to the transitioning workshop for deaf and hard of hearing students is leadership. I believe that every student should feel comfortable enough so that they can do anything they want to do. Having said that, I believe leadership can develop strong feelings within a group of people and give them courage enough to be able to establish or promote perspective in themselves. This trip has brought about many good feelings for deaf and hard of hearing students. I have learned how to assume responsibilities, and to feel more comfortable with my hearing loss because of the times I have associated with students from across the province and who attend the Newfoundland School for the Deaf, St. John's. Communicating with kids who are deaf and hard of hearing by pen and paper was amazing! I always remember to poke a sheet of paper and pen in my pocket. At times I catch myself doing the same thing while at home. It's become force of habit. Also, I enjoyed the social that was held at the NSD, which was given by the school council. I thought it was the most intense moment in my life...it made me happy about who I am, and gave me such a delightful feeling as I became friends with so many people who have a hearing loss. Seeing the smiles across my face during those 3 days of the workshop... I just knew that the people at the NSD not only have a

hearing loss, but they also have very special hearts. I feel the kids I met in St. John's were very generous, kind and sweet. These are the people I will never forget.

As you can see, the experience for them was extremely important and powerful. In the document from the "Sharing Ideas" series entitled *Transition Planning and Programming: Empowerment through Partnership* by Danek and Busby, 1999 of Gallaudet University, Washington, D.C., the only university for the deaf in the world, it states that students who are deaf or hard of hearing need to have the opportunities to learn about life options and to begin to define their identity as competent people who are D/HH. They need to do this before they can begin the transitioning process. Students who are D/HH can find employment and be self-sufficient with the appropriate supports and services made available to them. For this transitioning experience to continue to be a success for Melanie, Tiffany and Sharon, as well as others like them, they must have the opportunity for a transitioning workshop made available to them yearly. On page 30 of this research paper, it states: "some educators may be concerned that transition planning will detract from the acquisition of basic academic skills. If mastery of such skills is considered an outcome of transitioning programming, this concern is unjustified. Indeed in a meta-analysis of career education interventions for hearing adolescents, career education interventions had a positive impact on overall academic achievement... and would yield similar benefits for deaf and hard of hearing youth."

It is with this in mind that I congratulate the people who have consistently and wholeheartedly supported this transitioning workshop for the students I service. It is with all of this in mind that I continue to advocate on behalf of my students, that it is essential for yearly transitioning workshops to occur. For Melanie, who wants to become a doctor; for Tiffany who wants to be a published author; and Sharon, a Marine Environmental Technologist; and for those who follow in their footsteps; that I advocate to help them realize their potential no matter what the cost. Is this not the ultimate teaching experience?

Thanks for listening.

Colleen Walsh is an Itinerant Teacher for the Deaf and Hard of Hearing with the Eastern School District, Burin Regional Office. You may contact Colleen by email at cjwalsh@edli.ca or colleenwalsh@esdnl.ca.

The Creation of Fair-Play Sporting Divisions in High School Sports

No Child Left Behind

by IAN DAVIDSON

Twelve students are chosen for a high school basketball team but only eight play...ever.

With the exception of a few minutes at the end of a game easily won against weaker opponents, they simply don't play. How is this fair to the four athletes who spend their season on the bench? Situations such as this have prompted coaches, school administrators and parents to question what is gained and, more importantly, what is lost when children make a team and do not play. In 2003, the Newfoundland and Labrador High School Sports Federation (NLHSSF) adopted a fourth high school sporting division for the sports of volleyball and basketball, the "Fair-Play" division. Specifically created to address inequity of playing time amongst athletes and to promote the concept of sportsmanship, the Fair-Play division was an immediate success on the provincial sporting scene. Its subsequent success has proven that Fair-Play sporting competitions are viable alternatives to traditional athletic events and strongly contribute to the development of healthy self-esteem and appropriate societal values in student-athletes.

Evolution of Fair-Play Sport

The term "Fair-Play" in sports has several meanings. Not using performance-enhancing drugs to gain an advantage over the competition is often referred to in sporting circles as "playing fair". For the purposes of this article, however, the term "Fair-Play" refers to athletic events that require, essentially, an equal amount of playing time be given to all members of a participating team. School Sports Newfoundland & Labrador (SSNL) is on the cutting edge of the Fair-Play movement in Canada and in 2003 organized Fair-Play tournaments in male/female basketball and volleyball. These tournaments, by all accounts, were quite successful and presented schools in Newfoundland and Labrador with an opportunity to attend regional and, if successful, provincial tournaments where all athletes could look forward to playing pure and simple. All things being equal, several participating coaches indicated that coaching in a Fair-Play tournament is tougher because you

must make use of all your players and not depend on a strong starting five to win. With the success of our Fair-Play divisions, other provinces in Canada are now starting to take notice and are requesting information on the structure of our Fair-Play tournaments. It appears that Fair-Play sporting competitions are here to stay in Newfoundland and Labrador and in the near future will be staples on the high school sports scene in other Canadian provinces.

Self-Esteem Development

Having been involved with coaching high school athletes for over ten years, I have had the misfortune of watching hundreds of children languish on the bench for entire tournaments and never once get on the floor. I can even remember a tournament in New Brunswick where two athletes played cards at the end of the bench during a game being won easily by their team. I was shocked to later discover that for that particular coach, "rookies" never got on the floor, barring multiple injuries, and they had to pay their dues sitting on the bench for a year before having the chance to join the regular rotation. In the NBA this type of coaching philosophy may be appropriate, but not in high school. When children have a chance to participate and contribute equally to both victories and defeats, they grow as athletes and individuals. Children feel like part of the team when they play and do not end up playing cards at the end of the bench. Fair-Play sporting competitions remove the pressure on athletes and coaches by dictating playing time. It has been my experience, however, that juggling line-ups to meet with maximum success in a game is not an easy task either and adds pressure of a different variety to coaching.

Reinforcement of Socially Desirable Values

Sports, particularly those that involve significant physical contact, often get a bad rap in our North American society. Some people are convinced that violence in sport equates to violence in life and strongly feel that we are teaching athletes the wrong values. Fair-Play participation in any sport would

go a long way toward refuting this criticism through the active development of socially desirable values. Although participation in Fair-Play sports could help develop many positive values, this article will focus on the following: tolerance, respect and teamwork.

Tolerance

Teenagers can be cruel, reducing peers and parents to tears in very short order at times. This disturbing behaviour can often be attributed to a lack of tolerance for fellow teenagers and their attitudes or behaviour. Participation in Fair-Play sports forces athletes to tolerate the mistakes of their peers on the floor while they sit on the bench. Instead of pleading with the coach to put them back in the game, their efforts are instead directed toward helping teammates learn from their errors as they know they cannot simply take their place on the floor. The end result is the removal of envy and jealousy – both poisons to the spirit of the team. Instead, it engenders a committed effort to make one's teammates look good. Fair-Play athletes learn to develop and value all significant relationships, including those with teammates, coaches, teachers, and parents. To this end, the development of tolerance is highly desirable not only in the sporting world, but also in life.

Respect

A significant aspect of the SSNL Fair-Play sporting model is the development of respect for coaches, teammates, opponents and referees. The Canadian Minor Hockey Association has been running a series of popular television ads over the past few years that highlight the need for parents to "lighten up" and let their children enjoy the game. In these advertisements, children are shown encouraging their parents to "beat the snot out of" other parents and to "not be such sissies" during routine life situations. While these ads are humorous, their intended message of sportsmanship and respect is quite serious. Sportsmanship is respect for oneself and others. It is a demonstration of generosity and genuine concern for others, a constant measure of the understanding and commitment to fair play, ethical behaviour and integrity. It is being fair and generous – a good loser and a graceful winner. Developing respect for others involved in a sport through a system of equal participation removes the temptation to exclude certain athletes in the pursuit of success at all costs. It fosters an environment where athletes learn to treat everyone, including opponents and referees, with the utmost respect.

Teamwork

Fair-Play sports guarantee that you play as a team because all players must play during the course of a game. Historically, few championships have been won on the back of a single player. Michael Jordan had Scottie Pippen in Chicago and won several NBA championships. Jordan moved to Washington and when forced to shoulder the load alone could not produce a championship. Wayne Gretzky had both Mark Messier and Jari Kurri in Edmonton and won four Stanley Cups. When Gretzky moved to Los Angeles without his highly effective teammates, even "The Great One" could not win the coveted Cup again. While the NBA and NHL are hardly examples of Fair-Play sporting leagues, nevertheless they do illustrate a concept central to the development of teamwork in Fair-Play athletes: few, if any, significant things are ever accomplished alone, and by learning to play as a team you greatly increase your chances of success and winning that elusive championship. Athletes who learn to rely on and trust others for support develop into effective leaders in life who recognize and affirm the success of others without any sense of discrediting themselves.

The development of a Fair-Play sporting division in Newfoundland and Labrador high school athletics is a necessary complement to the traditional sporting structure. For the vast majority, the culmination of high school sports represents the end of their competitive sporting days. The elite few, who go on to play at the university level or professionally, are the only athletes who derive long-term benefits from our existing sporting structure. They are given more time to hone their skills on the court to the detriment of their peers sitting on the bench, and they may benefit from the increased exposure to scouts who watch the games. Fair-Play sporting competitions, however, allow athletes to develop the identical skills as their counterparts who participate in traditional sporting competitions without the potentially negative drawbacks. Athletes raised in a Fair-Play system learn to work as a team to achieve goals and can all take pride in knowing they shared in the success. More importantly, Fair-Play sport produces quality human beings both on and off the playing field.

Ian Davidson is Assistant Principal at Clarendville High School in Clarendville, NL.



Anatomy of a Field Trip

by HECTOR M. EARLE

Ah! Field trips, like 'em or hate 'em, they are a necessary evil in modern education. Well, maybe not evil; let's just say a necessary headache for teachers, an exercise in endurance for bus drivers and a whole lot of fun for students.

Whether it's a short trip to your local swimming pool or hockey rink, a few days in St. Pierre, or a weekend in St. John's, the basic dynamics and routines of a field trip are all alike – they begin with a whirl of excitement and end with sweet surrender and exhaustion.

Those of us who have been around for a few years know there are a few trips that can be rewarding and enjoyable, but most outings can either make or break you depending upon the age group, distance, road conditions and whether or not you brought along your bottle of Tylenol.

It suddenly occurred to me the other day (as the bus hit the twenty-ninth bone-jarring bump) that this must be at least my hundredth field trip. Reflecting back over the years, I realize that yes, indeed, there are common stages and routines to all of them.

A typical field trip for me begins with an early arrival at the school dressed in my casual clothes and my out-of-school game face. Today, I'm taking 35 overly excited and bubbly Grade 7 students on a bowling trip to Gander. I'm a little nervous about what lies ahead as I watch them pile into my classroom overly chatty and looking well rested. As they begin to flood my desk with a pile of permission slips and toonies, I remind them to hang on until all are seated. Most times I am somewhat successful in getting everyone's consent forms and fares between shouts and reminders to "please turn off the music," "take off your headphones," or "sit in your own desk." Today, however, I am just about to begin when I am distracted by the first of many knocks on my door. It's a note from the office informing me I have to phone a parent whose child forgot his permission slip. I make a mental note to call that parent before we leave. I begin the process of collecting the forms again when I am interrupted by the long and loud morning announcements over the intercom. Now I have "lost" the students and take a while to get them back on track. When I think I'm making good progress another knock is heard. This time it's a parent bringing lunch money for her

child. Finally, in between shouts of "Sir, what time are we leaving?," or "Can I use the washroom?" I get everyone's consent forms and money. As I try counting the cash I am interrupted again by the secretary informing me that I'm running late and the poor bus driver is anxious to get on the road. I rush out to the office to exchange the toonies for a cheque. When I get back to class, the scene has gone from mild excitement to wild enthusiasm. I manage to get them into some sort of line-up and lead them to the bus. I deliberately stay in front of them to prevent a mad rush to the back of the bus. As I stop near the bus entrance, I give the permission to enter and nearly get stampeded as the mad rush to the back begins. Oops, its time to read the riot act.

The bus driver and I give long speeches about safety and behavior that make perfect sense to us, but painfully boring and a waste of time for the students. Besides, everyone is too excited to listen anyway. The main concern seems to be whose sitting by whom and who has brought along the coolest CD.

It's time to get on the road. As the bus pulls out of the school parking lot, the busy chatter gives way to shouts of anticipation, CD exchanging and wild laughter. This, combined with the unsettling effect of 35 teenagers all moving about in their seats and talking at the same time, brings on the first stage of a throbbing headache. I begin to question my wisdom of why am I doing this. I look out the window and see a couple of people fishing on a pond and my mind wanders as I dream of some cabin in the woods. I am jolted back to reality and nearly hit the roof as the bus hits another major bump.

We finally arrive at our destination and I lead them into the bowling alley. After the commotion of exchanging their outdoor footwear for bowling shoes, the banging, clicking and rolling sound of bowling begins. Today they have decided to have glow bowling seasoned with loud heavy rock music. The kids go wild. My head is spinning and my ears are ringing. After what must have been my longest hour, bowling finally ends and the kids complain it went too fast. Ten minutes later we are all back on the bus heading for lunch. As the bus pulls into McDonald's my hearts sinks as I see no less than seven other buses with a long line-up outside the main entrance. The bus driver tells me that this is Kiwanis Music Festival week. Oh dear! The wait is going to be

long and painful and the kids are hungry. We stumble from the bus and wait outside in the cold for what seems like eternity. My ears are nearly frozen when we finally get inside, get served and find little nooks and crannies to eat. I manage to gulp down a Big Mac between elbows in my back, drink spilled on my lap and chatter in my ears. The rest of lunch period sees me jostling through the crowd wondering how I'm going to find everybody to get them all back safely on the bus. Amazingly, we get back on the bus in record time. After doing a quick head count we are headed to the mall. It's time for another speech about proper etiquette and sticking together. Then quicker than I can say "Wal-Mart" they are off the bus and into the dollar store. I remain on full alert making sure everything is on the up and up and nobody is left behind or distracted along the way. Busy shoppers, seeing an old teacher leading around three dozen teenagers in a mall, cannot help but look at me with pity in their eyes and sympathy in their hearts. I also get many joking comments like, "Are these all yours kids?" or "You must be crazy!". I just smile and pretend I'm having a great time. After about 45 minutes of frantic excursions here and there, we all finally manage to meet again at the Wal-Mart entrance. I am once again overwhelmed as it seems that every single one of my students are trying to explain to me, in very minute detail, every single item they bought. The second phase of my headache kicks in.

It's time to head home. I swear that the chatter and the laughter has increased four-fold as they begin to show off and pass around the dozens of items bought at the mall. Then there is the bubble gum popping and the endless passing the garbage up the line to the garbage can. I glance at my watch. Only another 30 minutes left before we get back to school. Fifteen bone-crushing bumps later the bus turns into the school parking lot. I manage to get to my feet, thank the bus driver and lead them to their lockers and mercifully dismiss them. I head for the staff room and flop down into the nearest chair to catch my breath. My head is pounding and my feet are sore.

Back to the question of why I do this? Perhaps the answer lies either between my urge to extend learning outside of the classroom or my desire to simply see kids enjoy themselves through the comradery that may go unnoticed inside four walls. A colleague drops in and asks me the proverbial question of how was the field trip. I assure her that we had a great time and can't wait until the next one. Speaking of our next outing, I think I will take them to St. John's next month. Now, that should be fun.

Hector M. Earle is a Grade 7 teacher at Riverwood Academy, Wings Point, Gander Bay, NL.

Motivation for Students With a Special Twist

by RHEA DIAMOND

Is your school like ours? Do students skip off from classes, generally present lethargic demeanors, poor attitudes and unacceptable academic results? If you answer a resounding yes, you are probably where we thought we were and you will need to find a solution.

Firstly, no school is composed of the aforementioned students alone. Let us never forget those well-rounded students who excel in everything – the students who are a joy to teach and who genuinely want to learn. Let us never forget them, because at times in frustration they get lost in the shuffle and swallowed by what consumes much of our busy day – the students with the attitudes, who find joy in skipping school, who perform below ability level, and who see no value in an education.

How do you get to the root of what causes individual “A” not to see value in today’s education system, considering the oil rigs call loudly and the dollar signs appear large? You develop a plan, and you keep your plan as quiet as possible until it is enacted. Why? The answer is simple. If you let students in on the plan, you won’t get those you want.

On March 14, Roncalli Central High in Port Saunders held a day with a special twist – the students thought it was a regular day, so we had regular attendance. In fact, the only teachers aware of the plan at all until one week before it occurred were those on school council. Why? Simple. The fewer that knew, the less chance of it getting out. There was a reason we didn’t want it to get out. The bottom line was we wanted students to attend. Once we got them here, it was felt the day itself would keep them.

We decided to deal with the issues through the School Development Plan. We knew we needed to address attendance and attitudes because they were recognized as blockers to academic achievement. Let us share our day with you.

All students were asked to go the gym, but in predetermined groups of up to 15. The groups were randomly composed of students from grades 7 to Level III. However, here is where a twist came in. The teachers were not in the gym – they were receiving

a motivational inservice themselves. Ms. Beverley Park, Administrative Officer with the Professional Development Division of the NLTA, worked with the teaching staff. Through her efforts, staff reported an uplifting day that motivated them beyond words.

Who then worked with the students? The school’s principal, Guidance Counselor and Secretary formed a team. They were helped with countless volunteers who included Public Health Nurses, RCMP, Social Worker/Mental Health Addiction Officer, clergy, School Council members, and countless parents, all of whom were sworn to secrecy.

Our day began with a presentation from “Forces Alive,” a motivational group from western Canada that immediately met the student’s needs, in a way only young people can. Immediately the students were engaged. Attendance was a focus. Each period attendance per group was taken and displayed on a chart on the gym wall. Now students wanted to stay, and wanted to work as a group so our team-building goal began to unfold.

Following our first presentation, our students were honored by the Grade 6 class at St. Theresa’s Elementary in Port au Choix as they did a fantastic job in presenting their skit entitled, “Once Upon a Bully.” The students captivated our students and again reached another concern, that being bullying, harassment, intimidation.

By now the students were in dire need of a break so a scavenger hunt ensued. Each team, with leaders, spent 20 minutes searching for goodies – it was recess time! One lucky person found a \$25 certificate during this time. Did I mention before? We had 44 prizes donated and we had draws throughout the whole day, but no prizes were provided before last thing in the afternoon. Our prizes were made possible through donations received from the Committee for Healthy Communities, and from our school. This in itself was a splendid motivator.

Once the scavenger hunt goodies were shared with all students, the final presentation for the morning began – a relationship skit presented by our school

council. Peers listened attentively to peers. Attendance was excellent, although we did lose a few at the scavenger hunt. The real test would be lunch time.

How do you feed 300 plus and keep them happy? You provide lunch – hamburgers, hot dogs, pop, and lots of it! Thanks to the efforts of our lead bus driver, students had a barbeque. They were hungry but they had been well fed that morning thanks to the efforts of one of our parents and her group who donated, cooked, and served a bacon and pancake breakfast.

By this time, there was an air of excitement throughout the school. Students were beginning to realize that Roncalli is a caring place, that they do matter, and that there is a purpose for their presence. Although nervous, we awaited the afternoon session.

When we returned we were amazed at what we saw. The Forces Alive group, who had all volunteered to stay, had engaged our students in a game. They were so involved we decided to give them some time to finish before beginning the afternoon's activities. In a wonderful harmonious setting we again stressed the issues we were focusing on, and our students rallied to the challenge. We know this because our attendance before lunch and after was the same. In fact, one student had returned!



Students at Roncalli Central High take part in a game of "Family Feud".

As our prize draws continued, we finished our day with our final team-building activity – our Marshmallow Tower Building contest, led by the group leaders. What a day!

Our students are still talking about the day, and they have presented more positive attitudes since that time. Our attendance has been much improved since March 14. Our challenge is to see these attitudes continue. Our teachers are feeling better about themselves too. Our School Development Plan has been refocused and so have all of us! This day's success can only be attributed to the collective efforts of all the planners. Continued success in the days to follow.

Rhea Diamond is a retired teacher who has just completed a three month replacement position as principal of Roncalli Central High School in Port Saunders.

The Terry Fox National School Run Day

Run, Walk or Roll to Honour Terry's Memory

To commemorate the 25th anniversary of Terry Fox's Marathon of Hope, The Terry Fox Foundation is inviting every school in Canada to take part in a simultaneous, coast-to-coast Terry Fox Run. The event, to be broadcast live nationally on CBC *NewsWorld*, is expected to be the largest event in Canadian history, with a possibility of up to 5 million students participating. That means almost 80,000 students in Newfoundland and Labrador are invited to take part in this exciting day.

"Not only will it be a great day for cancer research, but it will be a great day for Canada's schools," said Peter Sheremeta, National School Run Organizer for The Terry Fox Foundation, "it should be the largest event ever held in Canada in terms of participants. Terry Fox and his example of determination

has always inspired people to rise up to any challenge they face, athletic or otherwise. For the 25th anniversary of the Marathon of Hope, we feel that millions of students across the country will get up and run, walk or roll in this event. They will do it to raise money for a cure, they will do it to honour Terry's memory, and they will do it because it will be a fun way to start the school year."

"To honour the 25th anniversary of Terry Fox's Marathon of Hope, we were looking for an event that could match the scope of his dream. We felt that what could be better to honour Terry than to organize an event where Canada's youth seize the torch that he left

us? For one day, for one magical hour, the youth of this country will cause us all to stand up and cheer, in the same way that Terry Fox did 25 years ago. It will be a day to always remember."

The Terry Fox National School Run Day will be held on Friday, September 16, 2005 with a synchronized start time: 9:00 Pacific, 10:00 Mountain, 11:00 Central, 12:00 Eastern, 13:00 Atlantic, and 13:30 Newfoundland. Funds will be raised for cancer research. The Terry Fox Foundation will provide all materials and a guidebook to organize the event; they are also able to give advice to any volunteer about how to hold the event.

"It is an ambitious project, but we are hoping that the largest event in Canada's history will be an event where the youth of this nation, the schools of this nation, will combine exercise with fun and fundraising for a cause which touches us all" said Sheremeta. "Terry Fox wanted to be a gym teacher. Cancer changed his plans. Every step he took on the Marathon of Hope was a giant leap for cancer research. On Friday, September 16, the students of this nation will send a strong message to cancer victims around the world: we care, and we are with you."

For more information, or to register your school, please contact The Terry Fox Foundation at 1-888-836-9786 or at www.terryfoxrun.org



RESOURCES

GETTING THE MESSAGE OUT CLASSROOM KIT

The Department of Innovation, Trade and Rural Development has developed tools to help teachers spread the business success stories for our economy.

The Getting the Message Out (GMO) Classroom Kit has been developed to help teachers deliver the message. The Kit consists of a DVD module featuring local entrepreneurs, business owners and employees discussing a variety of topics relevant to any business. It is divided into 14 sections and features information presented in a format that is appealing to a youth audience. After viewing any single section or the entire DVD, teachers can use the accompanying Teacher's Guide to generate a discussion on the themes presented in the DVD.

Also included in the Kit is a Case Studies Module. It is composed of a set of 10 company profiles, where each business owner discusses current issues facing their enterprises, how they have reaped the rewards and faced the challenges of researching, starting and operating a business in Newfoundland and Labrador. Each company profile features business and career questions that allows the teacher (using the accompanying Teacher's Guide) to engage the class in a discussion and brainstorming session. The kit also meets several curriculum outcomes in both the Business Enterprise 1100 and Enterprise Education 3205 courses.

The GMO Classroom Kit is being mailed to schools across the province and can be downloaded (minus the DVD) from www.gmo.nf.ca. For further inquiries contact lsparke@gov.nl.ca.

ARTSALIVE.CA – FRENCH THEATRE

Canada's National Arts Centre (NAC) has officially launched the French Theatre section of its popular performing arts education website, ArtsAlive.ca at www.artsalive.ca.

ArtsAlive.ca – French Theatre is the third module of *ArtsAlive.ca*, the NAC's performing arts education website. Other

modules include *ArtsAlive.ca – Music*, and *ArtsAlive.ca – English Theatre*. The fourth and final module, *ArtsAlive.ca – Dance*, will be launched later in 2005.

ArtsAlive.ca – French Theatre is aimed at young people between 13 and 18. As such, it uses clear, non-technical language that is accessible but never "dumbed down", making it a useful resource for college and university students as well as the general public.

Each section is illustrated and many of the articles contain links to more specialized sites.

BEHIND THE PANDEMIC: UNCOVERING THE LINKS BETWEEN SOCIAL INEQUITY & HIV/AIDS

Behind the Pandemic: Uncovering the Links Between Social Inequity and HIV/AIDS is a new free education kit for high school social studies and global issues classes. The kit explores HIV as a social and international development issue and contains complete instructions for leading hands-on activities, including ready-to-copy activity cards and background notes. The activities have also been used with AIDS service organization volunteers, and at World AIDS Day events for both youth and adults. For more information, or to order a copy of the kit, check out the publications section at www.usc-canada.org or e-mail Pandemic@usc-canada.org.

NEW EDUCATIONAL INITIATIVES FROM THE PARLIAMENT OF CANADA

A comprehensive new program of multimedia teaching resources about Parliament has been developed for elementary social studies students in grades 4 to 6 as well as an on-line Model Parliament Unit for secondary and CEGEP students. These resources are designed to support the curriculum as it relates to citizenship and civics education. For more information call (613) 992-4793, or toll free 1-866-599-4999 or visit www.parl.gc.ca/information/about/education/empu/index.htm.

Tales Told by Teachers Volume I

Need a great gift idea? This is it!
And what a bargain: only **\$12.95!**
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Published by the Retired Teachers' Association of Newfoundland and Labrador in 1998, the first printing of 2,000 copies sold out in just over three months.

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Calendar 9

SUMMER INSTITUTES

August 15-17, 2005

Memorial University, St. John's. A two-day institute on August 16-17 on "Classroom Discipline" will include topics such as preventative discipline techniques, dealing with minor disruptions, and addressing serious misbehaviour in your classroom. A one-day institute on August 15 on "Meeting a Wide Range of Learners" focuses on specific strategies teachers can use to deal with a wide range of learning needs in their class, especially struggling learners. For information and to register contact www.practicalclassrooms.ca and click on Upcoming Institutes, or contact Chris Boulter at chris@practicalclassrooms.ca.

PHYSICAL EDUCATION SIC CONFERENCE

September 15-17, 2005

Memorial University, St. John's. For more information contact Mark Jones, markjones@gov.nl.ca, Tel: 709-729-1371, or David Constantine, davidconstantine@esdnl.ca, Tel: 709-227-2041.

COUNCIL OF SPECIAL SERVICES FALL WORKSHOP SERIES

September/October 2005

Assessing the Potentially Dangerous Student: Train the Trainer Workshop: September 16-17, 2005, Mount Peyton Hotel, Grand Falls-Windsor. This workshop is designed to help school teams distinguish the prankster from the potentially dangerous student. **Registration deadline is June 24.** For information go to www.keystosaferschools.com.

ADHD and LD Strategies for School Success: September 24, 2005, Delta Hotel, St. John's. This workshop, featuring internationally renowned speaker/author Sandra Rief, will be an information-packed seminar with strategies to help teachers reach and teach students with ADHD and LD. This workshop has received rave reviews around the globe.

Teaching in the Mixed Ability Classroom: Brain Biology & Layered Curriculum: October 17, 2005, Hotel Gander. Featuring Dr. Kathie Nunley.

This workshop begins with a three-hour humorous look at how the brain learns. The final two hours focus on practical applications and strategies for teaching in a classroom of diverse learners. Dr. Nunley will highlight the Layered Curriculum, a teaching methodology she developed which allows teachers to juggle learning styles, multiple intelligences, cultures and mixed abilities in one room without sacrificing standards.

Understanding and Working with the Challenging Student: October 21, 2005, Mount Peyton Hotel, Grand Falls-Windsor. Presenter: Eva DeGosztonyi. This workshop will explore strategies for understanding and working with students who exhibit impulsive, immature and defiant behavior in the classroom.

For information on these COSS workshops contact Keith Adey at 709-292-5727.

PROVINCIAL STUDENT LEADERSHIP CONFERENCE 2005

October 21-24, 2005

Exploits Valley High, Grand Falls-Windsor. For more information contact Deborah Ball, dball@evh.k12.nf.ca, Tel: 709-489-4374, www.nlasaa.net.

BUILDING INCLUSIVE SCHOOLS

November 17-19, 2005

Ottawa. Presented by the Canadian Teachers' Federation, this conference presents a broadly defined vision for inclusive schools. Participants will have opportunities through presentations, workshops and discussions to examine and develop solutions and strategies that ensure children and youth are not excluded by culture, race, language, socio-economic status, sexual orientation or ability. Early Registration Rate before June 24, 2005: \$321 (GST included). After that date: \$428 (GST included). Special Team Rate: pay for 4 people and bring 5. For more information contact CTF Tel: 613-232-1505, ext. 115 or email jgall@ctf-fce.ca, www.ctf-fce.ca.

ATTENTION SUBSTITUTE TEACHERS

The NLTA will be setting up a **substitute teacher email group**. This group will be utilized to send information directly to substitute teachers through email.

If you would like to be included in this email group, please send an email to mail@nlta.nl.ca. Please send this email from the address you wish to receive the information and include your name for reference purposes.

Any questions should be directed to: Lesley-Ann Browne, Communications labrowne@nlta.nl.ca

Tel: 726-3223, ext. 228 or
1-800-563-3599 (toll free)



NLTA Summer Hours

June 27 - August 26

Monday to Thursday
8:30 a.m. - 4:30 p.m.

Friday
8:30 a.m. - 1:00 p.m.

